

LOWELL PUBLIC SCHOOL DISTRICT  
LOWELL, MASSACHUSETTS

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION FOR INTERIM SUPERINTENDENT

JULY 1, 2023 - JUNE 30, 2024

Personal Information:

Name Latifah Phillips Home Phone (210) 954-6634  
Address 151 6th Avenue Office Phone (978) 674-4326  
Lowell, MA 01854 Cell Phone \_\_\_\_\_  
city state zip  
Email Address lphillips@lowell.k12.ma.us  
How may we contact you? ☒ at work ☒ at home ☒ by e-mail ☒ by cell phone

Certifications Held

Certification State  
Superintendent/Assistant Superintendent All Levels Massachusetts  
English Language Arts 4-8 Texas

Are you licensed as a superintendent in Massachusetts? ☒ YES ☐ NO

Are you eligible for licensure as a superintendent in Massachusetts? ☒ YES ☐ NO

If not, have you submitted an application for certification as a superintendent in Massachusetts? ☐ YES ☐ NO

Date of application: \_\_\_\_\_

Current School District Information:

Are you presently under contract to a school district? Yes  
If yes, when does your contract expire? June 2025  
Name of District Lowell Public Schools  
Position Chief Equity and Engagement Officer

**Academic and Professional Training:**

High School(s), Colleges, Universities Attended	Location	Degree
University of Massachusetts, Lowell	Lowell	Ed.D - In Progress
Columbia University, Teachers College	NYC	MA
University of Texas, Rio Grande Valley	Edinburg, TX	Ed.M
University of California, Davis	Davis, CA	BA
St. Ignatius College Preparatory	San Francisco, CA	Diploma
National Autonomous University of Mexico	Mexico City, Mexico	Spanish Language Proficiency Certificate

**Professional Experience:**

No. Years	Dates From/To	Position	School District
4 years	July 2019-Present	Chief Equity Officer	Lowell Public Schools
1 year	August 2018-July 2019	State Director of Native Education;	Office of the Superintendent of Public Instruction
2 years 7 months	Sept 2015-March 2018	Assistant Secretary of Native Education;	New Mexico Public Education Department
3 years	August 2012-September 2015	Chief of Staff;	Santa Fe Public Schools
3 years	September 2009-July 2012	Exec. Director of Non-Instructional Professional Development/Special Assistant	School District of Philadelphia
7 years	classroom teaching experience		
1 year	SY 2005-2006	Elementary-level Literacy Tutor	New York City Public Schools

**Other Relevant Work Experience and Achievements:**

Indigenous Language Program Consultant - Data Collection, Analysis and Training
Proficient in Spanish
World-wide Japanese Language Proficiency Test - N3 (Intermediate Linguistic Competence)

**Memberships in Professional Organizations:**

American Association of School Administrators

National Indian Education Association

Leadership for Educational Equity

**References:**

Please list below the names and addresses of three persons who have knowledge of your professional competence and character, whom we may contact should you become a finalist.

Name Joel Boyd Address 155 Merrimack Street  
Relationship Supervisor Phone Number [REDACTED]

Name Linus Guillory Address 333 Washington St, Brookline, MA 02445  
Relationship Former Colleague; current superintendent Phone Number [REDACTED]

Name Linda Trujillo Address Santa Fe, NM  
Relationship Former School Committee Chair Phone Number [REDACTED]

**Release of information:**

Please check one box:

Upon request from the media, I ☒ do ☐ do not give permission to the school committee to release my resumé.

A complete application form includes the following:

- ☒ 1. A completed and signed application form.
- ☒ 2. An up-to-date resume.
- ☒ 3. A copy of the candidate's Massachusetts superintendent license, or evidence that the candidate is eligible for licensure as a superintendent in Massachusetts and has submitted his/her application to the Department of Education.
- ☒ 4. Evidence of highest degree earned (copy of diploma, license and/or certificate).

All application documents listed above must be received in the MASC office on or before **May 31, 2023** at 3:00pm.

**Please note: MASC does not maintain an applicant file for use in future searches.**

**A new application and application materials listed are required for each search.**

I understand that, under the requirements of the Massachusetts Open Meeting Law, should I become a finalist, certain facts of my application will become public information and that the school committee may request a copy of my transcripts.

Signature \_\_\_\_\_

Date \_\_\_\_\_

*May 31, 2023*

Send all information to:

**Lowell Public Schools Search**  
c/o Glenn Koocher  
MASC  
One McKinley Square  
Boston, Massachusetts 02109  
Telephone: (617) 523 – 8454; (800) 392 – 6023  
FAX: (617) 702 – 4111

Email all information to Ann-marie Martin: [amartin@masc.org](mailto:amartin@masc.org)

For further information please contact Glenn Koocher at [gkoocher@masc.org](mailto:gkoocher@masc.org) (617-733-0497)

Please do not contact school committee members or members of the school administration.

# Latifah Alfonso Phillips

151 6<sup>th</sup> Avenue, Lowell, MA, 01854, 210.954.6634, lap2135@columbia.edu

## ADMINISTRATIVE EXPERIENCE

Lowell Public Schools

*Chief Equity and Engagement Officer*

Lowell, Massachusetts

*July 2019 - Current*

*35 Hours/Week*

- Developed a community-based, district-wide strategic plan with input from internal and external stakeholders across the city, providing the district with a multi-year path to improvement through the most challenging period in public education in recent history
- Expanded teacher, family and community involvement in the budgeting process through empowering School Site Councils to meaningfully engage in site-based budgeting decisions
- Oversaw the implementation of the district's systemic approach to improving chronically underperforming schools through a model of targeted support and progress monitoring using the Community Schools strategy
- Increased access to early learning options across the city with access to 100 additional full-day, preK seats added for SY22/23, working toward universal access for 4-year olds through a collaborative partnership with community-based early learning providers
- Elevated student voice by establishing Lowell's first district-level student advisory council to inform organizational decision-making with 24 students participating on the Lowell Student Advisory Council/LSAC including representation from a diverse, cross-section of secondary students
- Collaborated with community leaders to establish the District's first Hispanic Student Success Taskforce focused on improving outcomes among the District's Latinx and Hispanic student populations
- Developed and implemented the District's first anti-racism reporting protocol for investigating bias-based conduct to improve safe and welcoming environments for all students, staff and families at all Lowell Public Schools
- Implemented the District's first anti-racism student symposium with participation by over 100 middle and high school students and facilitated 66 community-based listening and learning sessions in SY2021/22 to empower families and improve K-12 services for the district's diverse populations
- Piloted the District's summer English immersion program for rising 9<sup>th</sup> graders and freshman students identified as English learners to support a positive transition to high school
- Developed the District's first retention program for diverse teachers, providing selected fellows with opportunities to strengthen their culturally responsive teaching strategies and leadership skills
- Implemented a pilot family literacy initiative at two schools in SY 2021 which was expanded into the Family Leadership Institute in SY 2023, coordinating courses, workshops and learning events for parents, guardians and family members across the district
- Leading the development of sustainable culturally responsive practices and the integration of a racial equity lens throughout pedagogy, district policies and practices

Office of the Superintendent of Public Instruction

*State Director of Native Education*

Olympia, Washington

*2018-2019*

*35 Hours/Week*

- Served as Tribal liaison between OSPI, school districts and 29 federally recognized Tribal governments
- Re-established the Native Education Advisory Committee to advise OSPI on improving outcomes for Native students
- Developed a strategic plan for implementing the state's *Since Time Immemorial* (STI) sovereignty curriculum across 295 school districts and 7 Tribal schools
- Lead the Native stakeholder engagement process for Washington's Social Emotional Learning (SEL) taskforce, legislative report and equity brief
- Provided technical assistance to 7 State Tribal Compact Schools for school improvement, language program development and career technical education program development
- Developed guidance for school districts on Tribal consultation policies and processes to support meaningful collaborations that lead to improved student outcomes
- Developed guidance for school districts on improving student identification processes for Native American English learners, migrant students, students experiencing homelessness, and Indian education grant programs
- Drafted bill analyses and guidance on state and federal legislation that impacts Native education

Jemez Pueblo Department of Education  
*Native Language Program Consultant for Data Collection, Analysis and Training*

Jemez, New Mexico  
May 2018-March 2019  
20 Hours/Week

- Coordinated the Jemez Pueblo Department of Education, local public schools, Bureau of Indian Education K-8 School and Headstart programs for determining critical data, information and statistics that needed to be collected in support of Towa language Immersion efforts within the Tribal charter school
- Developed a timeline and process for collecting data relating to students' Towa language proficiency
- Worked with educators and linguists from local schools and Tribal programs to develop professional development sessions that support teachers' understanding, use and analysis of data, with a specific focus on the progress of language immersion efforts
- Coordinated the development of viable assessments and evaluations for tracking student progress in Towa language attainment from early childhood to elementary
- Worked with all stakeholders to develop a database to begin tracking critical data on the impact of language Immersion on student learning and student performance

New Mexico Public Education Department  
*Assistant Secretary of Indian Education*

Santa Fe, New Mexico  
2015-2018  
35 Hours/Week

- Oversaw a multi-million dollar division budget to support the five priority areas of the Division: Attendance and Truancy, College and Career Readiness, Maintenance of Native Languages and English Learner Support, Culturally Responsive Learning Environments, and Systems Alignment between the State-funded public schools and Bureau of Indian Education schools
- Advised State leaders, Superintendents, School Boards and Tribal leaders on policies and programs that support Native American students' academic and cultural achievement
- Managed 5 full time staff and 2 contractors to accomplish the following programs and initiatives:
  - **Early Warning System** - modified the College and Career Readiness Department's Early Warning System to include Tribal administrators as core partners with school teams in planning interventions for addressing attendance, behavior and coursework completion (ABCs) for Native American students identified as off track to graduation
  - **Indian Education Curriculum Initiative** - developed high school social studies curriculum for summer 2018 implementation aligned with State standards and the New Mexico teacher effectiveness framework; developed in consultation with Tribes and with broad community collaboration including Tribal historians, Native professors, Elders, Teachers, the National Park Service and New Mexico Council for the Social Studies; incorporates Apache, Navajo, and Pueblo history within each unit for New Mexico history, US history, economics and government
  - **Teacher Listening Sessions** - implemented state-wide Native American language teacher feedback sessions to inform the development of professional learning communities (PLCs) to strengthen the teaching and learning of Native American languages across state public schools and Bureau of Indian Education schools
  - **Technical Assistance** - provided training to Tribal administrators and school district administrators for establishing Memorandums of Agreement between Tribes and school districts for data-sharing, Native language program development and implementation, and Native language teacher certification
  - **State-Tribal Consultation** - developed the Public Education Department's Communication and Collaboration Policy which established a process and guidelines for formal and informal communication and decision-making between the Public Education Department and Tribal leaders
  - **Every Student Succeeds Act (ESSA) Affirmation of Tribal Consultation** - developed guidelines to increase Tribal participation and input into local district budget setting and development of programs that positively impact Native American students
  - **Native Educator Pathway Program** - developed the framework for the Raising Ambitious Indigenous Native Educators (RAINE) program which prioritizes the recruitment and retention of Native American professionals and college graduates to teach in schools within their Tribal communities using a teacher residency model; supported the development of high school career academies geared toward developing future educators
  - **American Indian English-learner Research Alliance (AIERA)** - founding member of cross-state alliance that supports research projects and improved programming to support Native American English Learners



Santa Fe Public Schools  
*Chief of Staff*

Santa Fe, New Mexico  
2012-2015  
35 Hours/Week

- Coordinated the Superintendent's transition team and implemented the Superintendent's 100 Day Entry Plan
- Implemented the revision process of all school board policies - academic, finance, operations, governance, etc.
- Advised the Executive Team on developing strategic goals to meet the District's major initiatives such as the Alternative Teacher Certification Program; Teacher Recruitment and Retention Plan; Educator Pay for Performance Incentive; School-based Budgeting Initiative and School Advisory Council (SAC) development and trainings
- Served as the School Board liaison between the Superintendent and School Board
- Responsible for the weekly executive communications with the school board including contract preparation and process review for the District's 200 million dollar operating budget
- Increased parent engagement at the District-level through the development of the Parent Academy with a focus on workshops and trainings that strengthen parent advocacy and involvement in activities that increase student achievement
- Served as a member of the District's collective bargaining negotiation team
- Developed and implemented the District's legislative platform which informed legislators of current educational issues; prioritized advocacy for equitable funding and cost of living adjustment for Santa Fe's educators
- Managed the development and monitoring of goals and strategies within the District's equity and access plan to increase proficiency rates and close the achievement gap among the diverse student demographic groups
- Served as the District spokesperson for media inquiries, editorial board meetings and coordinated superintendent op-ed submissions and letters to the community

School District of Philadelphia

Philadelphia, Pennsylvania

*Executive Director, Non-instructional Professional Development and Performance Management*

2011-2012

35 Hours/Week

- Developed the Professional Growth and Development Three Year Strategic Plan for the Office of Talent and Development
  - Implemented Phase I of the 2011-12 plan - the Performance Appraisal Process
  - Managed the District's Performance Appraisal Steering Committee of 12 members
  - Responsible for planning, revising and evaluating the 2011-12 performance appraisal process for over 40 departments within central office
- Coordinated and developed training series on goal setting, project management, core competencies, and coaching and feedback to be delivered to approximately 400 non-union employees between December 2011-June 2012
- Advised the University Partner Executive Committee on improving the student teacher program
  - Responsibilities included analyzing placement data to ensure equity across District schools and organizing training for principals and cooperating teachers
- Designed the Coaching and Feedback Professional Development Series for 20 Assistant Superintendents and Academic Deputies

*Special Assistant to the Superintendent*

2009-2011

35 Hours/Week

- Advised Executive Team on school board agenda items and responsible for ensuring that deliverables to the School Reform Commission (SRC) were clearly communicated in accordance with the Superintendent's directives
  - Managed the District's resolution (contracting) process for a 3 billion dollar budget
  - Advised Executive Team and Deputies on resolution content, cost efficiency of services and accountability
  - Prepared and implemented ongoing training for Assistant Superintendents, Principals and Central Office Staff to improve resolution quality and increase timely submission

Mercy College, New Teacher Residency Program (NTRP)  
*Director of Assessment*

Bronx, New York  
2007-2008  
35 Hours/Week

- Oversaw planning, submission and evaluation process for culminating Masters portfolios of 285 New York City Teaching Fellows
  - Received highest performance rating for the execution and early completion of the portfolio assessment process
  - Conducted workshops for Fellows on unit planning, lesson plan implementation and student work analysis
  - Hired trained and managed 48 external assessors to evaluate Masters portfolios
- Accountable for evaluation and quality assurance of NTRP's Alternative Certification and Master of Education Program
  - Conducted mid and end-of-year program evaluation; developed plan for increasing quality and rigor of program
  - Coordinated survey implementation for all courses, instructors and program operations
  - Analyzed survey data using SPSS 16.0 (statistical analysis software)

Carlos F. Truan Junior High School  
*Reading Department Head*

Rio Grande Valley, Texas  
2004 -2006  
2 Hours/Week

- Developed 8th grade multicultural, reading curriculum aligned to state standards and objectives
- Organized professional development opportunities for 7th and 8th grade reading teachers on topics such as best teaching practices, lesson differentiation, and classroom management

Gunma Association for Japan Exchange and Teaching  
*Prefectural Representative*

Gunma, Japan  
2001- 2002  
5 Hours/Week

- Led a council of 10 executive members and represented a general membership of 85 foreign teachers
- Coordinated events with local authorities, such as the Newcomer's Orientation, Mid Year Conference and charity fundraisers

## TEACHING EXPERIENCE

Brooklyn Ascend Charter School  
*Founding 1st Grade Teacher*

Brooklyn, New York  
2008-2009  
35 Hours/Week

- Devised lesson plans and lead classroom instruction in core subject areas using an assessments-based, international curriculum
- Increased class reading average by 1.5 grade levels within one year
- Met school goal of 85% average mastery on math assessments
- Initiated and organized workshops to teach parents strategies for increasing students' reading levels

Carlos F. Truan Junior High School  
*8th Grade Reading Teacher*

Rio Grande Valley, Texas  
2003-2006  
35 Hours/Week

- Teacher of the Year finalist for 2005-2006 school year
- Surpassed projected student passing rate on Texas standardized reading exam for three consecutive years
- Increased exemplary status of students on Texas standardized reading exam for three consecutive years; 30% in the third year
- Organized committee of teachers across the district to execute first annual district-wide 5K Run-Walk; promoted health and fitness in the community; over 200 participants



Takasaki Commercial High School  
*Assistant Language Teacher*

Gunma, Japan  
2000-2002  
35 Hours/Week

- Created syllabus and conducted lessons for Oral Communication, International Exchange, and International Business
- Coordinated extracurricular English activities, such as English conversation, cultural events, and English exam preparation
- Developed curriculum and conducted English conversation classes for PTA members and staff

## EDUCATION

Teachers College, Columbia University

New York, New York  
2007

*Master of Arts in International Educational Development; Minor in Language, Literacy and Technology*

University of Texas, Pan American

Edinburg, Texas  
2005

*Master of Education in Secondary Education; Minor in English*

University of Texas, Pan American, Alternative Certification Program

Edinburg, Texas  
2004

*Teacher Certification in English Language Arts 4-8*

University of California, Davis

Davis, California  
2000

*Bachelor of Arts in Global Institutions and Communication; Minor in Women's Studies*

National Autonomous University of Mexico (UNAM) – Center for Foreign Students

Mexico City, Mexico  
1995

*Spanish Language Proficiency Diploma*

## ADDITIONAL CERTIFICATIONS

Superintendent/Assistant Superintendent Licensure, All Levels, Massachusetts

## OTHER ACTIVITIES

African Community Center of Lowell, Board Member, 2022-Present

Native Education Advisory Council, Massachusetts 2020-Present

Mosaic Lowell, Cultural Economy Advisory Council 2020-Present

LEADs (*Leaders Engaged and Activated to Drive System-wide Change*), Lowell 2020 Cohort Member

Advisory Board Member, Santa Fe Public Libraries 2014-2018

Public Policy and International Affairs (PPIA) Fellow 2007

Member, Delta Sigma Theta, Sorority, Inc., 1998-Present

Full Name	License Number	Category	Field	Level	Status	Type	Effective Date
Phillips, Latifah	532110	Academic: Administrator	Superintendent/Assistant Superintendent	All Levels	Licensed	Provisional	11/10/2021

<https://www.doe.mass.edu/licensure/lookup/>

THE TRUSTEES OF  
COLUMBIA UNIVERSITY  
IN THE CITY OF NEW YORK

TO ALL PERSONS TO WHOM THESE PRESENTS MAY COME GREETING  
BE IT KNOWN THAT

LATIFAH ALFONSO PHILLIPS

HAVING COMPLETED THE STUDIES AND SATISFIED THE REQUIREMENTS  
FOR THE DEGREE OF

MASTER OF ARTS

HAS ACCORDINGLY BEEN ADMITTED TO THAT DEGREE WITH ALL THE  
RIGHTS PRIVILEGES AND IMMUNITIES THEREUNTO APPERTAINING IN  
WITNESS WHEREOF WE HAVE CAUSED OUR CORPORATE SEAL TO BE HERE  
AFFIXED IN THE CITY OF NEW YORK ON THE SIXTEENTH DAY OF MAY  
IN THE YEAR TWO THOUSAND AND SEVEN

*Susan M. Fulmer*  
PRESIDENT OF TEACHERS COLLEGE



*Lee C. Bollinger*  
PRESIDENT OF THE UNIVERSITY

Sent from my iPhone

May 31, 2023

Dear Hiring Manager:

It is with great enthusiasm and inspiration that I submit this letter of interest to serve as the Interim Superintendent for Lowell Public Schools. I have served at the senior executive level of four different educational institutions, playing a critical leadership role in the building and implementation of each leaders' vision for educational reform. Through my education leadership roles, I have had the opportunity to implement change initiatives in both urban and rural contexts. Yet, it is my experience and success as a public school teacher that continues to have the deepest impact on my decision-making lens as an educational leader. I believe that my varied teaching and leadership experiences in both school buildings, school districts and state educational institutions have provided me with the professional experience to successfully serve as Lowell's interim superintendent.

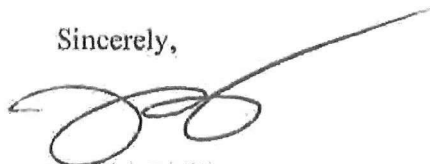
Further, my personal experiences – being a citizen of the Tohono O'odham Nation raised in an urban context, a women of color and a proficient speaker of Spanish and Japanese- define my deep commitment to public education institutions being places that honor and support our students' cultural and linguistic diversity, utilizing culture and language as strengths to be acknowledged and leveraged as part of one's academic journey.

In my work across states and countries, I have developed several core beliefs that guide my leadership and decision-making.

1. Maintaining high expectations and an unwavering belief that all children can learn and have a right to a high-quality education that prepares them for their future is non-negotiable;
2. Long term, sustainable improvement requires school, family and community partnerships that are grounded in trust and respect;
3. Transparency of data and accountability systems that inform schools, families and the general public are necessary for building public trust and driving school improvement;
4. Public education can be a place of healing, empowerment and inspiration for current and future generations.

I would welcome the opportunity to further discuss my passion, skills and professional experiences that make me a strong candidate for this position. Thank you for your consideration of my application and I hope to share more with you about my passion for educational equity within an interview.

Sincerely,



Latifah Phillips